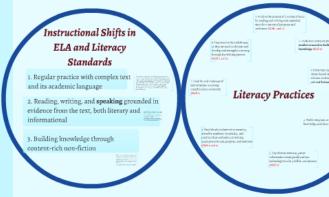
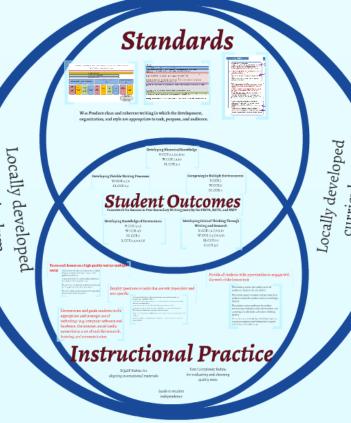
Instructional Shifts, Anchor Standards, and Literacy Practices - Characteristics of Students Who Demonstrate Literacy Proficiency-





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Instructional Shifts, Anchor Standards, and Literacy Practices - Characteristics of Students Who Demonstrate Literacy Proficiency Jenna Quarelli-Buck - ELA Specialist, ADE

 Analyze the content of a variety of texts by reading and writing over extended time for a variety of purposes and audiences (Shift 1 and 2)

Instructional Shifts in **ELA** and Literacy Standards

1. Regular practice with complex text and its academic language

2. Reading, writing, and **speaking** grounded in evidence from the text, both literary and informational

3. Building knowledge through content-rich non-fiction

7. Look for and make text structure to con

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6. Read clos attend to a produce cle appropriate (Shift 1 and



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2. Reading, writing, and speaking grounded in evidence from the text, both literary and informational



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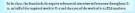
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The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analysis, well-defended claims, and clear information. The Standards expect students to answer questions that depend on their having read the text or texts with care.

The Standards require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

The reading standards focus on **students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence**. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.



2. Reading, writing, and **speaking** ground evidence from the text, both literary and informational

3. Building knowledge through content-rich non-fiction

In Ke₃, bithling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts, the K-5 Standards strongly recommend tha students build coherent general knowledge both within each year and across years.

In 6-12, ELA classes place much greater attention to a specific category of informati

In grades 6-13, the Standards for literacy in history/social studies, science and technica subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

To be clear, the Standards do require substantial attention to literature throughout I 12, as half of the required work in R-5 and the core of the work of 6-12 ELA teachers.



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 Analyze the content of a variety of texts by reading and writing over extended time for a variety of purposes and audiences (Shift 1 and 2)

8. Interpret words and phrases as they are used in the text and develop and strengthen writing through the writing process (Shift 1 and 2)

2. Analyze or compare texts and conduct research to build knowledge (Shift 3)

 Look for and make use of text structure to convey complex ideas accurately (Shift 1) 3. Construct arguments and specific claims based on valid reasoning and relevant evidence in both written and **oral formats** (Shift 2)

Literacy Practices

6. Read closely to determine meaning, attend to academic vocabulary, and produce clear and coherent writing appropriate to task, purpose, and audience (Shift 1 and 2)

4. Build, integrate, and **present** knowledge and ideas (Shift 2 and 3)

5. Use diverse media to gather information strategically and use technology to edit, publish, and present. (Shift 2)



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Standards



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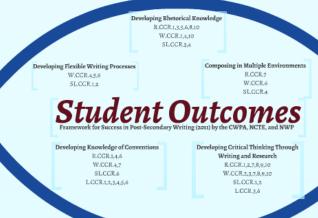


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Metacognition

College a Read

Flexibility





Instructional Practice

EQuIP Rubric for aligning instructional materials Text Complexity Rubric for evaluating and choosing quality texts

Leads to student independence



Standards

Standards for Literacy in History/Social Studies, Science and Technical Subjects Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12 Writing History and Social Studies Specific Science Specific Science Science

READING STANDARDS RI.7 --Integrate and evaluate the argument and specific dalms in a text, including visually and quantitatively, as well as in words.* RI.8 - Delineate and evaluate the argument and specific dalms in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI.9 - Analyze how two or more texts address similar themesor topics in order to build knowledge or to compare the approaches the authors take. WRITING STANDARDS W.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.6. - Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. W.7. - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.8. - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plaglarism. W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. SEFERKING AND USTENING STANDARDS SI.4. - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SI.5. - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Argument

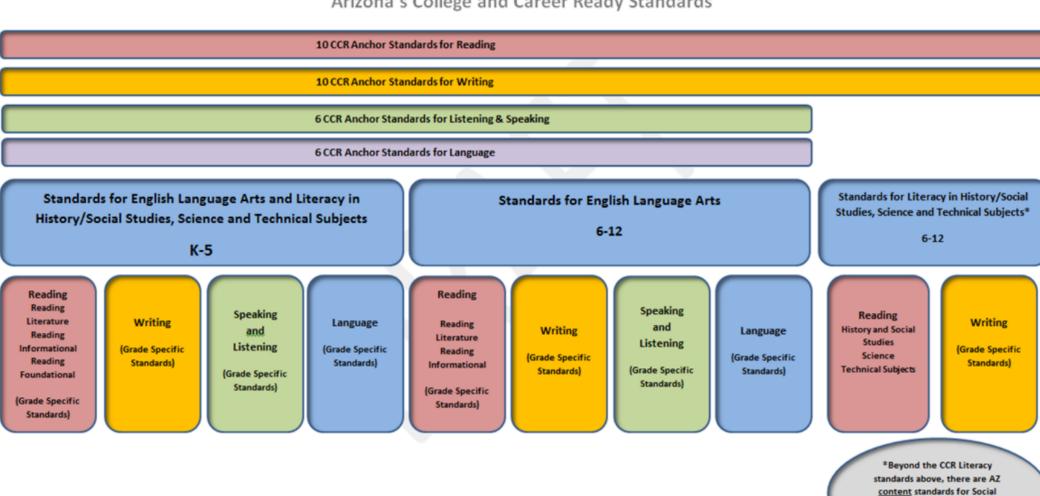
Reading Argument Anchor Star

- Read closely to determine who logical inferences from it; cites or speaking to support conclusion.
- Analylze how and why indivi interact over the course of a tex
- Delineate and evaluate the a including the validity of the rea sufficiency of the evidence
- Analyze how two or more tex order to build knowledge or to take
- Read and comprehend com independently and proficiently.

Writing Argument Anchor Sta 1. Write arguments to suppo topics or texts, using valid rea

4. Produce clear and coheren

Organization of English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects Arizona's College and Career Ready Standards



Studies, Science and other

Technical Subjects standards.

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Anchor Standards

READING STANDARDS

- RI.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS

- W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING STANDARDS

- SL.4- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the College and Career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

READING AND WRITING STANDARD 10 is non-negotiable. Students must read and comprehend complex literary and informational texts independently and proficiently. Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.



Argument

Reading Argument Anchor Standards:

- Read closely to determine what the text says explicity and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 3. Analylze how and why individuals, events, and ideas develop and interact over the course of a text
- Delineate and evaluate the argument and speicific claims in a text, including the validity of the reasoning as well as the relevannce and sufficiency of the evidence
- Analyze how two or more texts address similar themes or topics order to build knowledge or to compare the approaches the authors take
- Read and comprehend complex literary and informational texts independently and proficiently.

Writing Argument Anchor Standards:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Draw evidence from literary and informational texts to support analysis, reflection, and research.
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Pivotal Speaking and Listening Standards for Argumentation:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on thers' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



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Developing Rhetorical Knowledge

R.CCR.1,3,5,6,8,10 W.CCR.1,4,10 SL.CCR.3,4



Focus each lesson on a high quality text (or multiple

texts)

Create literacy-rich classroom environments to support language and literacy learning for diverse student populations (shift 1,2,3)

A majority of the lesson is spent reading, speaking, or writing about the text (s) (shift 1, 2, 3)

The text(s) are at or above the complexity level expected for the grade/time in the school year (Shift 1)

The text(s) exhibit exceptional craft and thought and/or provide useful information (Shift 1) Employ questions or tasks that are text dependent and text specific

Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details (Shift 1,2)

Questions and tasks require students to cite evidence from the texts to support analysis, inference, and claims (shift z)

Questions and tasks attend to the academic language in the text (shift t)

Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text (shift 2)

Provide opportunities for scaffolded practice in analyses of text content, craft, and structure (shift 1.2)

Implement explicit and modeled writing instruction, focusing on writing to and from sources (shift z)

Provide all students with opportunities to engage with the work of the lesson/unit

> The teacher provides the conditions for all students to focus on the text (shift 1)

The teacher expects evidence and precision from students and probes student answers accordingly (shift 2)

The teacher creates conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking (shift 2)

The teacher acts on knowledge of individual students to promote progress toward independence in grade level literacy tasks (shift 1, 2, 3)

Demonstrate and guide students in the appropriate and strategic use of technology (e.g. computer software and hardware, the internet, social media networks) as a set of tools for research, learning, and communication

Instructional Practice

EQuIP Rubric for aligning instructional materials

Text Complexity Rubric for evaluating and choosing quality texts

Leads to student independence



W.CCR.4,7 SL.CCR.6 L.CCR.1,2,3,4,5

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Developing Rhetorical Knowledge

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Developing Flexible Writing Processes

W.CCR.4,5,6 SL.CCR.1,2

Composing in Multiple Environments

R.CCR.7

W.CCR.6

SL.CCR.4

Student Outcomes

Framework for Success in Post-Secondary Writing (2011) by the CWPA, NCTE, and NWP

Developing Knowledge of Conventions

R.CCR.1,4,6

W.CCR.4,7

SL.CCR.6

L.CCR.1,2,3,4,5,6

Developing Critical Thinking Through Writing and Research

R.CCR.1,2,7,8,9,10

W.CCR.2,3,7,8,9,10

SL.CCR.1,2

L.CCR.3,6



Developing Rhetorical Knowledge

R.CCR.1,3,5,6,8,10

W.CCR.1,4,10

SL.CCR.3,4



Composin

Composing in Multiple Environments

R.CCR.7

W.CCR.6

SL.CCR.4

TOTAL CS

(LOII) by the GWIA, HOIL, and HWI

Developing Critical Thinking Through Writing and Research

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W.CCR.2,3,7,8,9,10

SL.CCR.1,2

L.CCR.3,6



Framework for Success in Post-Secondar

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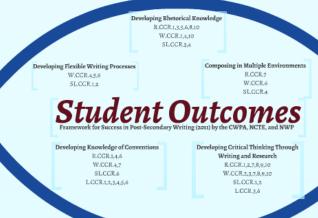


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Openness

Metacognition

Engagemei

College and Career Readiness Creative

Flexibility

Persistence

